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ABSTRACT

Two State Urban Education Quality Incentive projects were implemented and coordinated within the administrative component in District 19, New York City Board of Education. One of the projects, STINT, provided 18 teacher trainers to give necessary support to 160 beginning and inexperienced teachers and to increase the academic achievement of their pupils in reading and mathematics. A second project, Diagnostic Reading, employed a full-time teacher to provide intensive remediation for children in grades 1 to 3 in two district schools. A full-time family assistant worked in conjunction with the teacher in a follow-up program of home-school relationships. Evaluations of the administrative component and both projects were carried out separately by means of interviews, conferences with involved personnel, observation, and analysis of project and personnel records. All three were found to be highly efficient and effective. This report gives information on program objectives, evaluation objectives and procedures, program implementation, evaluation results, and recommendations for improvement. Tables are included. (Author/AW)

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FORDHAM UNIVERSITY
SCHOOL OF EDUCATION
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EVALUATION OF STATE URBAN EDUCATION QUALITY INCENTIVE PROGRAMS

District 19
New York City
Board of Education

Function Numbers

69-1-6451
69-1-6452
69-1-6452

An evaluation of a New York City school district educational project funded by the New York State Urban Education Program enacted at the 1970 Legislative Session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty." (Education Law 3602, sub-division 11 as amended).

INSTITUTE FOR RESEARCH AND EVALUATION

Joseph Justman, Director

June 1971

RE 003 987

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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June 1971

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A long list of representatives of the schools in District 19 contributed to the findings presented in these reports; District Coordinators, Program Coordinators, Principals, Teachers, Paraprofessionals, and Students. To all of them, our gratitude for their patience and cooperation.

The Evaluation Team

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EVALUATION OF STATE URBAN EDUCATION QUALITY INCENTIVE PROGRAMS

DISTRICT 19, NEW YORK CITY BOARD OF EDUCATION

"ADMINISTRATIVE COMPONENT"

Prepared by

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An evaluation of a New York City school district educational project funded by the New York State Urban Education Program enacted at the 1970 Legislative Session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty." (Education Law 3602, subdivision 11 as amended).

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EVALUATION OF STATE URBAN EDUCATION QUALITY INCENTIVE PROGRAMS

DISTRICT 19, NEW YORK CITY BOARD OF EDUCATION

"ADMINISTRATIVE COMPONENT"

I. INTRODUCTION

Two State Urban Education Quality Incentive projects have been implemented and coordinated within the administrative component in District 19. A lack of funds were responsible for the transfer of six other 1969-70 programs in remedial work and enrichment to the Title I program.

One of the operating projects, STINT, has provided a total of eighteen teacher trainers in the same number of district schools to give necessary support to beginning and inexperienced teachers, and to increase the academic achievement in reading and mathematics of those pupils whose teachers are involved in the program. A second project, Diagnostic Reading, employs a full-time teacher to provide intensive remediation for children in grades one, two, and three in two district schools. A full-time family assistant works in conjunction with the teacher in a follow-up program of home-school relationships.

Responsibility for coordination of these programs rests with the Administrative Component, which is the subject of this evaluation.

II. PROGRAM OBJECTIVES

The following program objectives were cited by the district in the request for funding that was submitted:

1. To provide for the personnel and services needed for the planning, implementation, and supervision of State Urban Education programs.

2. To provide for the coordination of activities of all participating groups (professional staff, participating schools, community groups, vendors, and central Board of Education).

III. EVALUATION OBJECTIVES AND PROCEDURES

The objectives of the evaluative study that was undertaken paralleled the program objectives, and may be stated as follows:

1. Determination of the extent to which personnel and services were provided for planning, implementation, supervision, and coordination of the program.

2. Determination of the adequacy of personnel and services in planning, implementation, and supervision and coordination of the program.

This evaluation was carried out by means of personal interviews and conferences with the program director, his assistants, and district office personnel. An examination of project and personnel records was also undertaken.

IV. PROGRAM IMPLEMENTATION

The state Urban Education administrator in District 19 is assisted in his evaluative function by two assistant coordinators who have been

assigned the responsibility of visiting and evaluating the projects in operation. These supervisors have been instructed to communicate their findings to the administrator. The responsibility for on-site evaluation of the projects is shared with the building principals.

Community advisement on State Urban Education matters is obtained through an Advisory Board consisting of district parents, paraprofessionals, teacher representatives, supervisory representatives, community action agency representatives, non-public school members, and community school board representatives. This board meets as needed rather than according to a fixed schedule. With the end of this academic year approaching, the administrator expects that several Advisory Board meetings will be held with regard to project re-cycling. This liaison with the public has been supplemented by the administrator's presence at formal public hearings and by the publication of English and Spanish editions of a "District 19 Newsletter on Federal and State Programs, 1970-71."

Copies of the Newsletter and of the minutes of the Advisory Board meetings are kept on file in the office of the State Urban Education administrator. Other records on file in that office include those on numbers of project personnel, time sheets and service reports, and personnel records of paraprofessionals. A senior stenographer assigned to the administrator assists in the clerical operation of the administrative component.

V. PROGRAM EFFECTIVENESS

The administrator has been organizationally effective in delegating necessary project supervisory responsibilities to appropriate district office professionals. The information provided through the reports of these professionals to the administrator enable him to evaluate with greater certainty the effectiveness of the individual projects.

The results of this evaluation are made available to the public through the administrator's participation in Advisory Board and public hearings, so that the citizens of District 19 may make more informed program judgments. In this same respect, the English and Spanish editions of a District 19 newsletter on federal and state programs has been a good tool for keeping the public informed of program business. The administrator recognizes the need for this liaison work.

The administrator is able to coordinate these various aspects of program operation by maintaining accurate and adequate files of personnel records. With the help of a senior stenographer, the administrator is able to keep himself informed of the number of project personnel associated with his program and of any changes in operation which might be needed.

The administrator's concern for the continuation and expansion of his program in District 19 is commendable.

VI. RECOMMENDATIONS

Although the State Urban Education Quality Incentive Program in District 19 is operating at a high level of efficiency and effectiveness, the following suggestions are offered for consideration by District

personnel:

1. Members of the Advisory Committee participate in planned visits to the Quality Incentive projects in operation so that these individuals may have the necessary first-hand information for making re-cycling decisions.

2. Evaluation and progress reports of project coordinators and of the program director's assistants be filed with the director and that these be made available to the district superintendent, the supervisors, and members of the Advisory Committee.

3. More space be given to the administrator for office personnel and for the storing of records.

FORDHAM UNIVERSITY
SCHOOL OF EDUCATION
HARRY N. RIVLIN, DEAN

Function No. 69-1-6452

EVALUATION OF STATE URBAN EDUCATION (QUALITY INCENTIVE) PROGRAMS

DISTRICT 19, NEW YORK CITY BOARD OF EDUCATION

"STINT (TEACHER TRAINING PROGRAM)"

Prepared by

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An evaluation of a New York City school district educational project funded by the New York State Urban Education Program enacted at the 1970 Legislative Session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty." (Education Law 3602, subdivision 11 as amended).

INSTITUTE FOR RESEARCH AND EVALUATION

JOSEPH JUSTMAN, DIRECTOR

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EVALUATION OF STATE URBAN EDUCATION (QUALITY INCENTIVE) PROGRAMS

DISTRICT 19, NEW YORK CITY BOARD OF EDUCATION

"STINT (TEACHER TRAINING PROGRAM)"

I. INTRODUCTION

The STINT (Teacher Training Program) has placed 20 teacher trainers in the schools of the District to provide necessary support for beginning and inexperienced teachers serving in the schools. It was planned that the teacher trainer would ascertain needs of beginning and inexperienced teachers through observation and conferences with supervisors and plan training activities to meet the needs of individual teachers.

It was anticipated that the classroom teachers involved in this program would develop a higher level of teaching competence and that this competence would, in turn, be reflected in a higher level of pupil performance, particularly in the area of reading.

II. OBJECTIVES OF THE STINT PROGRAM

The following program objectives were cited by the District in the request for funding that was submitted for the STINT program:

1. To increase the academic achievement in reading and mathematics of those pupils in the District whose teachers are participating in the program.

2. To develop the expertise of beginning and inexperienced teachers in such areas as planning, classroom management providing for individual differences, etc.

III. EVALUATION PROCEDURES

In order to determine the adequacy of the STINT program for beginning and inexperienced teachers, the following evaluation procedures were utilized:

1. Observation of Teacher Trainers at Work. Fourteen observational visits were made to schools by the evaluation team. In each of these visits, the work of the teacher trainer was directly observed. The evaluation team observed a wide variety of professional activities in the course of the work of the teacher trainer with beginning and inexperienced teachers. These activities will be described below.

2. Observation of the District Training Sessions. Two visits were made to the district training sessions which were held for all of the teacher trainers in the STINT program.

3. Interviews with teacher trainers. Interviews were conducted with the teacher trainers in the STINT program. The purpose of the interviews with the teacher trainers was to determine the basis for program development, perception of program strengths and weaknesses, problems encountered, and the techniques used to minimize these problems.

4. Observation of teacher performance. The evaluation team arranged its visits so that observations were made of 31 lessons in the classrooms of selected beginning and inexperienced teachers who were assisted by STINT teacher trainers. The attention of the evaluation team was directed to such factors as planning, classroom management, provision for individual differences, provision for pupil activity, rapport with pupils, use of large and small group instruction, provision for evaluation, etc.

The performance of the teacher was rated by the evaluation team on a special schedule.

The observation of teacher performance schedule consisted of 12 sections dealing with planning, pupil relationships, routines, individualized instruction, small group instruction, large group instruction, motivation, lesson development, questioning technique, evaluation, pupils and teachers.

5. Interviews with school supervisors and District coordinator.

Interviews were conducted with the district coordinator, at the beginning, middle and end of the school year, concerning various aspects of the STINT program. The evaluation team conducted eight interviews with principals concerning the STINT Program. In addition, a rating scale was designed to elicit the rating of effectiveness of teacher trainers in eleven areas of teacher trainer competency. These areas included methods, planning, human relations, individual help, assistance to supervisor, management and discipline, positive attitudes and professional growth, problems, needs of pupils, resource person, assistance in reading and mathematics.

Usable returns were received from 16 of 20 (80 per cent) principals who had STINT teacher trainers.

6. Teacher Self-rating. A Teacher Self-rating Scale was prepared to determine their evaluation of their performance in the STINT program and also their perceptions of strengths and weaknesses of the program. The areas in the self-rating scale were methods, planning, human relations, management and discipline, pupil relationships, professional growth, and evaluation.

Thirty-one STINT trainees completed the teacher self-rating scale.

7. Analysis of Official records. Analysis of the records of eight of the twenty teacher trainers was completed by the evaluation team. The purpose of this phase of the evaluation was to determine the nature of the training provided and the adequacy of the records that were kept.

8. Analysis of Test Scores. The final phase of the evaluation design included a statistical analysis of reading standardized test scores in twenty-five matched classes of STINT Teachers and Non-STINT Teachers (experienced teachers not participating in the STINT Program).

IV. PROGRAM IMPLEMENTATION

Teacher trainers and trainees. The STINT Program placed 20 teacher trainers in the school of District 19 to provide support for approximately 160 beginning and inexperienced teachers. The teacher trainers worked with both beginning and inexperienced teachers. The average load of trainees was approximately 12 for the teacher trainers. The load ranged from a high of 20 to a low of seven.

The work of the teacher trainer varied according to numerous factors such as (1) the needs of the beginning and inexperienced teachers; (2) the needs of the pupils in the school; (3) the nature of the program organized, (4) the supervision afforded; (5) the nature of the school environment; and (6) the quality, competency and experience of the teacher trainer.

It is difficult to describe adequately and in detail the myriad tasks and activities that the STINT teacher trainers completed during the course of her work with teachers. There were numerous formal programs conducted,

as well as countless informal chats, suggestions, comments, inquiries etc. during the course of their work. The following section provides illustrative information of the various types of work that the teacher trainers performed.

Phase One - Orientation function. The STINT teacher trainer has the important task of providing information about the numerous details that a beginning teacher must master to organize the class at the beginning of the year. For example on September 11, 1970, a teacher trainer wrote in her log: (1) Assisted Mr. C with selection of readers, room decoration and set up; (2) got Math text and Workbook 5 for Mrs. H. On September 16: Arranged to meet with newer teachers to discuss, and explain some of the routine clerical procedures, purposeful seat work and room set-up. This phase continued throughout the year because of the continually new demands required of trainees.

Phase Two - Observation of Trainee Needs. A second important function of the teacher trainer was to obtain information as quickly as possible regarding the unique needs of the beginning teachers. This phase was more intensive during the early months of the program and began to taper off toward the end of the school year. This second phase involved direct observation of teachers at work, discussion with these teachers, discussion with the supervisory personnel of the school, and then the development of a plan of action.

Phase Three - Building Confidence. It was important that Teacher Trainers communicate to beginning teachers that their job was to support and assist them to develop professionally as rapidly as possible. The approach of the Teacher Trainer was to provide assistance because of specialized knowledge rather than to be an official evaluator. For example, a Teacher Trainer wrote in her log: "At Mr. G's invitation, I 'sat in'on his Spelling lesson. Later we discussed the good points and

helped him "find" weaker points and ways to improve upon the lesson." This phase required mature professional competence on the part of the teacher trainer. How the teacher trainer developed this phase of the program had a strong impact upon the level of trust, acceptance and respect the beginning teacher held for his more experienced colleague.

Phase Four - Demonstration Lessons - Workshops - Conferences - Individualized Assistance. This was basically the expository and teaching phase of the Teacher Trainers work. Demonstration lessons were presented by teacher trainers, experienced teachers, beginning teachers, and supervisors. Following the demonstration lesson, a conference was conducted to analyze the lesson with the trainer and trainees. A report of a demonstration lesson observed by the evaluation team is presented below:

The teacher trainer conducted a demonstration lesson for six beginning and inexperienced teachers. The aim of the lesson was to understand why people have different feelings at different times. The setting of the demonstration was a fourth grade class in P.S. 149. The lesson began with an invitation to the children to participate by relating common experiences about the theme of the lesson.

An appropriate filmstrip was used in the lesson and the teacher trainer emphasized the impact of visual communications as a technique for expressing feelings. The level of student interest and participation was high and positive. This demonstration lasted about 20 minutes.

Conferences after Demonstration Lesson. Immediately after the demonstration lesson, the beginning teachers were invited to analyze the strengths and weaknesses of the lesson. The assistant principal had also attended the demonstration lesson and participated in the post conference. The beginning teachers responded very favorably to

the opportunity to analyze the work of a senior colleague.

Workshops. The teacher trainers had regularly scheduled workshop sessions in which a new idea was presented by an appropriate resource person. These resource persons included the teacher trainer, an experienced teacher, a supervisor from the district office, the assistant principal, guidance counselor, paraprofessionals, etc. After the presentation of the new idea, specific attention was directed to particular application for the trainees.

An example of a workshop session observed was conducted for three trainees. These trainees presented several discipline problems. The guidance counselor was invited as the resource person for this session. A very spirited discussion ensued about the various analyses and suggestions offered about these problems.

Video-taped Lessons. In one school, video-taped lessons by experienced and inexperienced teachers were prepared for instructional purposes. These were cooperatively designed and prepared by the principal, assistant principals, teacher trainer, and the participating teachers. This technique holds great promise for the support and assistance of beginning and inexperienced teachers.

Phase Five - Curriculum Development. During the normal course of the work of the Teacher Trainer, she participated in numerous meetings devoted to curriculum planning by grade level meetings. In these meetings, she served as a resource person. She also disseminated new curricular information to the trainees.

Phase Six - Multi-Functions. The STINT Teacher Trainer became an important resource person in many areas of the school program. These myriad activities included improving bulletin boards, preparing exhibits, assisting with assemblies, obtaining teaching materials, preparing rexograph materials, developing model lessons, reviewing textbooks for possible requisitioning, assisting with preparation of tests and other evaluative materials, etc.

Phase Seven - Quasi-administrative functions. These functions included such activities as covering classes, patrolling halls, distributing materials, etc. While this type of work that is always necessary in certain circumstances in every school, it is not in the job description of the position of teacher trainer, and some STINT teacher trainers felt that greater definition be given to their specific role functions.

District Meeting for Teacher Trainers

The evaluation team observed two of the monthly district training sessions that were conducted under the supervision of the STINT coordinator.

The general format of the District Training Sessions involved two parts. The first was given part mainly to announcements by either the District STINT Coordinator or other designated persons. This phase also included a type of "clinic" session in which various teacher trainers presented problems encountered during the intervening period. This was followed by discussion about possible solutions as well as other points of view of other teacher trainers. The second part was either a talk or a demonstration of new equipment, material or programs. Representatives from firms were invited to demonstrate equipment, material or programs that have been recently purchased. In addition, supervisors from the

district office described new programs in these sessions.

During one session a representative from Bell and Howell demonstrated the operation of a new reading machine that the district had purchased for each of the schools in the district. At the end of this meeting these machines were distributed to the teacher trainers.

In another session, the District Supervisor for Early Childhood Education explained the use of a manual which had been recently prepared on the subject of bi-lingual education.

In another District meeting for the teacher trainers, the Principal of P.S. 213K demonstrated the VTR Reading Project used in his school.

While these descriptions of the District Training Session are provided to give an indication of the type of program that is presented, it was viewed as mainly a coordinating function by most of the teacher trainers.

As the 1969-1970 year came to a close, the teacher trainers and the district coordinator decided to organize an agenda committee composed of the district coordinator and representatives from the teacher trainers to prepare a plan for the district meetings during the 1970-1971 school year. It was reported by a number of the teacher trainers that the quality of the training session had improved because of the work of the agenda committee.

V. PROGRAM EFFECTIVENESS

Teacher Trainers

The data about the teacher trainers were obtained through interviews with eight of them, through the observation of a similar number at work; through observation of them in the district training session, and through the responses of 17 or 85 per cent of the Teacher Trainers

to a questionnaire prepared for this evaluation.

This was the group that, by virtue of their professional preparation and work was the key element in the STINT Program. A majority of the teacher trainers were competent, dedicated, hard-working, and enthusiastic about their work.

The importance of adequate induction procedures for newly appointed beginning teachers has long-been noted by specialists in school personnel work. Although no orientation program was provided before school opened, the STINT program provided a more sustained orientation program than the usual superficial type given at the beginning of the year.

Helping to develop confidence in beginning and inexperienced teachers was a major strength of the STINT Program. It was important for the potentially strong teacher because they were able to progress in their work more quickly. Even more important was the assistance the teacher trainer provided for the weaker or floundering teacher; this is even more crucial because of the potentially negative consequences to the children in the class.

The sharing of the expertise of a veteran teacher with her colleagues was another strength of the STINT Program. The teacher trainer was generally a master-teacher; she had a good deal of professional know-how.

The teacher trainers were the vanguard of professional in-service training. They offered specialized assistance as resource persons, problem solvers, and educational analysts. Since the teacher trainers do not have a primary rater or evaluation role, they were accepted as helpers rather than raters. This differentiation of function was very important in the STINT Program.

The type of pragmatic program offered by STINT teacher trainers was another solid strength of the program. Optimal resources for professional

development include bright and able beginning teachers who are liberally educated, inquisitive by nature, and grounded by a balanced program including theory and practice for the job as teacher. During four or five years of college and university education, the program for the beginning teacher emphasizes abstract, conceptual and theoretical components. Little time and effort are usually allocated to the practical aspect in their university experience, in spite of the student teacher or intern teaching experience. To compound the situation, it is common that beginning teachers are more concerned about being viable and creative teachers; they tend to de-emphasize the necessary and admittedly mundane routine of the work of the teacher. The STINT Program provided necessary practical, on-the-job training for these teachers.

Moreover, the training program was highly flexible. The trainers in describing their work reported that the types of training offered included conferences, workshops, demonstration lessons, follow-up conferences, and individual informal assistance (tutorials). This flexibility is also perceived as a decided strength of the program.

In interviews with the teacher trainers, it was evident that they felt that the program had many strong points; indeed, they would accept as valid all of the positive factors referred to above. It is of interest, too, to note what weaknesses they observed in the program.

The teacher trainers were candid about the weaknesses they perceived in the Program. Several teacher trainers indicated that in some respects they were hazy concerning the essential nature of their duties, and felt that clearer definition of their responsibilities was necessary. A number, too, dealt with the matter of specialized training for the work of teacher training. One trainer said, "we need more practical help ourselves -- you don't just pull out a teacher from the classroom

and have her work with beginning teachers without any preparation."

Another weakness cited was the need for greater coordination of the program by the District. When pressed for greater specificity in this regard, there was the further elaboration that the quality of the STINT program in each school was more a result of the individuality of the teacher trainers themselves, plus the quality of the support and supervision by their principals. The evaluation team noted however, that this perceived weakness may be viewed as a strength, in terms of the opportunity to individualize the STINT program in response to the unique needs of the beginning and inexperienced teachers in each school. Nevertheless, it is true that those aspects of the STINT program that were clearly superior in operation should be systematically programmed more universally throughout the District.

Relationships with people were important in the conduct of the work of the teacher trainer. Several trainers indicated that their status as unlicensed professionals was a detracting element in their work; there was an apparent lack of "authority," in a sense. It was not uncommon that the trainer was asked to take on administrative duties about the school and, at times, cover classes. While these extra-positional assignments will normally occur, the frequency with which they occur in several schools, should be the subject of District-wide attention.

It is of interest to note the problems cited by teacher trainers that they had encountered in the course of the program. Those noted by the teacher trainers included: (1) reluctance on the part of new teachers to enroll in after-school workshops; (2) Resentment on the part of new teachers to having trainer visit on offer help; (3) lack of cooperation, support, and follow-up from administration; (4) overlapping with work of assistant principal.

The response of one trainer to a question concerning the way in which she coped with teacher resistance is interesting: "I assembled and left teaching aids, lessons, etc. to be taken as needed; gave help where and when requested; gave numerous lessons in individual classes, conducted discussion, evaluation, and ciriticism sessions following my lessons; listened watched, waited. Very soon a free, easy, pleasant routine was established where help was sought and given." This statement provides, in the estimation of the evaluation team, evidence of the high level competency typical of the teacher trainer.

Since the development of individual training programs was an important aspect of the teacher trainers' work, they were asked to indicate the sources and effectiveness of the help they had received in developing their programs. Seventeen (85%) of the teacher trainers responded to this question. Their responses are summarized in Table 1.

TABLE 1

Effectiveness of Help Received in Organizing Training Program, as Reported by Teacher Trainers (In Per Cent)

Source	Excel-lent	Very Good	Good	Fair	Unsatis-factory	Mean[1] Weighted Value
Supervisors	29.41	35.29	23.53	11.76		3.8
District Office		17.65	41.17	35.29	5.88	2.7
District Meetings	29.41	23.53	35.29	5.88	5.88	3.0
Teacher Trainees	23.53	29.41	29.41	17.65		4.2
Research & Reading	29.41	41.17	29.41			4.6
Professional Meetings		41.17	41.17	11.76	5.88	3.1
Colleagues	5.88	29.41	41.17	23.53		3.2
Parents[2]		5.88	11.76	29.41	23.53	2.0
Analysis of children's needs	29.41	35.29	35.29			3.9
	16.34	28.75	32.02	15.03	4.56	3.4

[1]Mean weighted value derived according to the scale of 5 for excellent, 4 for very good, 3 for good, 2 for fair and 1 for unsatisfactory.

[2]Parents' suggestions also received 29.44 per cent responses indicating not appropriate.

It is evident, from the data reported in Table 1, that the programs developed by the teacher trainers stemmed, in large measure, from their own experience, their assessment of the needs of the children, and from the trainees. In short, the program they developed for an individual trainee was based upon the practical needs of the teacher, whether directly expressed or indirectly assessed in terms of the trainers background of experience, and the practical needs of children in the classes in which they worked. The supervisors also played a part in offering effective suggestions for program development. District office personnel, colleagues, and particularly parents, played a relatively minor role in effective program development. Evidently, these groups were too far removed from the immediate situation to offer effective suggestions for program development.

The data reported here reinforces the evaluators' observation that the teacher trainer, for the most part, was given considerable latitude in program development, and that programs that were instituted were highly individualized in terms of the needs of the trainee, and the pupils in her class.

The evaluation team conducted interviews with eight principals in whose schools STINT teacher trainers were assigned. As part of this interview, the principals were asked to rate the competency of the teacher trainer in assisting beginning and inexperienced teachers. Eight additional principals completed the same rating scale, administered as part of a questionnaire. A summary of the ratings assigned by these 16 principals, comprising 80 per cent of those participating in the program, is presented in Table 2.

TABLE 2

Ratings Assigned to STINT Teacher Trainers by Supervisors, in Per Cent

Aspect Rated:	Excellent	Very Good	Good	Fair
Methods	75.00	18.75	.0	6.25
Planning	75.00	18.75	6.25	
Human Relations	68.75	25.00	6.25	
Individual Help	87.50	12.50		
Assistance to Supervisor	62.50	31.25	6.25	
Management & Discipline	87.50	12.50		
Positive Attitude & Professional Growth	68.75	31.25		
Problems (Unique School)	75.00	12.50	12.50	
Needs of Pupils	81.25	18.75		
Resource Person	81.25	18.75		
Reading and Math	81.25	18.75		
Mean	76.70	19.89	2.83	.57

All but a handful of the supervisors assigned ratings of "excellent" or "very good" to teacher trainer performance in all of the areas to which attention was directed. These ratings by supervisors serve to confirm the evaluators' judgment that the teacher trainers performance was at a very high level.

Trainees

Members of the evaluation team observed 31 classes in which trainees in the STINT program taught a series of lessons. A summary of the ratings assigned to twelve components of teaching performance is presented in Table 3.

TABLE 3

RATINGS ASSIGNED TO TRAINEES' TEACHING PERFORMANCE

(IN PER CENT)

Aspect Rated	Excel-lent	Very Good	Good	Fair	Unsatis-factory
Planning	10.58	19.16	56.67	13.22	.35
Pupil Relationships	17.62	23.74	41.01	17.27	.37
Routines	13.10	29.35	42.75	13.10	1.60
Individualized Instruction	13.30	16.70	43.30	26.70	
Small Group Instruction		20.00	33.33	46.67	
Large Group Instruction	16.43	21.71	52.17	8.69	
Motivation	19.50	24.15	24.15	29.00	3.20
Lesson Development	11.35	12.90	64.45	11.30	
Questioning Technique	16.33	16.90	41.87	24.90	
Evaluation		19.30	48.30	26.85	5.55
Pupil Participation	8.80	17.02	45.92	23.07	5.00
Teacher Qualities	26.66	22.30	36.90	14.14	
Mean	12.81	20.28	43.40	21.33	1.33

It is quite evident that the performance of the trainees, in the lessons observed by the members of the evaluation team, were far more than merely adequate. In almost one-third of the lessons observed, their performance was considered "very good" or "excellent," while more than two-fifths of the lessons were considered "good."

The quality criterion for this phase of the program was set as follows: 50 per cent of the teachers were to be rated as "good" or higher on the characteristics rated; and no more than 10 per cent of the teachers were to be rated as "poor."

The trainees' teaching performance as rated by the evaluation team significantly exceeded the quality criterion.

It is of interest to compare the ratings assigned to the trainees by members of the evaluation team with self-ratings made by the trainees in seven areas of competence. These ratings are summarized in Table 4.

TABLE 4

Self-ratings Assigned by Trainees (In Per Cent)

Aspect rated:	Excel-lent	Very Good	Good	Fair	Unsatis-factory
Methods	16.13	32.23	38.68	12.90	
Planning	16.13	32.23	38.68	12.90	
Human Relations	38.68	25.80	35.45		
Management & Discipline	9.67	35.45	45.13	6.45	3.23
Pupil Relationships	41.90	21.57	32.23	3.23	
Professional Growth	21.57	41.90	35.45		
Evaluation	3.23	51.58	41.90	3.23	
Mean	21.04	37.25	35.36	5.53	.46

As one would expect, the ratings assigned to the trainees to themselves tend to be much higher than those assigned by the members of the evaluation team. Thus, in the area of Evaluation, admittedly one of the most difficult areas for beginning teacher to master, 55 per cent of the trainees judged themselves to be "very good" or "excellent," as opposed to approximately 20 per cent so rated by members of the evaluation team. It would appear, then, that these ratings reflect considerable self-confidence on the part of the trainees, a very healthy sign in an inexperienced teacher. It is significant to note that all of the trainees considered that their growth over the course of the program had been "good" or higher; evidently, they felt that they had made progress.

It was very easy to determine the major source for this expression of self-confidence on the part of these beginning teachers. When asked to identify the major strengths of the program, time after time reference was made to the work of the teacher trainer:

"There is always a person to turn to when you need an answer to a question or some help in discipline or teaching methods."

"Constructive suggestions are offered for self-improvement."

"There is always someone to discuss professional problems with."

"We are able to discuss problems which we have in the classroom and come to some solutions to these problems."

"My questions about program and techniques are answered and demonstration lessons of my weak subjects are given."

The beginning teachers, too, stressed the individualized nature of the STINT program, the opportunities provided to observe experienced teachers, and the non-pressure aspect of the relationship between beginning teacher and trainee, so different from that with one's supervisors.

It would appear that beginning teachers and trainers both saw much the same strengths in the STINT program; both groups also cited much the same weaknesses. The beginning teachers echoed their more experienced colleagues in asking for more - more trainers, more time with trainers, more demonstration lessons, more observation of experienced teachers, more contact with other beginners. While the inexperienced teachers may have felt that they had made tremendous strides during their year in the STINT program, they saw the need for an even more intensive training.

Records and Record Keeping

An analysis was made by the evaluation team of the adequacy of records and record keeping in eight of the schools participating in the STINT program. Records were judged on the following bases: (1) availability of curriculum materials; (2) details of plans for observations, demonstration lessons, planning sessions, and workshop programs; (3) completeness of notations re progress of trainees; and (4) adequacy of records to provide direction to both trainer and trainee.

Of the eight schools that were analyzed, records and record keeping were judged to be excellent in four, very good in two, good in one, and fair in one. In this aspect of the program, again, the overall performance was considered to be far greater than merely adequate.

Pupil Progress in Reading

Scores obtained by the children on the Metropolitan Reading Test administered in April, 1971, were obtained for eight schools participating in the STINT program. Twenty-five pairs of classes in grades 2, 3, and 4 taught by STINT and non-STINT teachers were drawn for analysis of test results.

A summary of the grade scores obtained by second grade children in classes taught by STINT and non-STINT teachers is presented in Table 5.

TABLE 5

Second Grade Reading Achievement Scores of Classes of Selected Selected STINT and Non-STINT Teachers

Teachers	No. of Pupils	Average Reading	N in Range Below 2.5	2.5-2.7	28-4.0	Above 4.0
STINT						
A	26	3.00	4	9	5	8
B	27	3.12	2	3	6	16
C	18	2.21	16	2	0	0
D	23	2.36	12	9	1	1
E	21	3.63	2	3	2	14
Mean	23	2.95				
Percentage			31.3	22.6	12.2	33.9
NON-STINT						
A	29	2.93	5	5	7	12
B	28	3.18	2	3	9	14
C	21	2.22	19	2	0	0
D	21	2.30	17	3	1	0
E	18	3.28	1	4	4	9
Mean	23.4	2.80				
Percentage			37.6	14.5	17.9	29.9

The reading grades attained by the second grade children in the classes of the five STINT teachers, taken as a group, tended to be slightly higher then those of the five non-STINT teachers with comparable classes. Slightly less than one-third of the children in STINT classes obtained reading grades below 2.5; the case of children taught by the non-STINT teacher, slightly more than one-third obtained reading scores of 2.5 or below. There was slightly greater progress shown by the pupils in the classes taught by STINT teachers, but the reading performance of the pupils in both classrooms on this grade level tended to be much the same. It should be noted that the performance of the two groups of pupils was slightly above the norm of 2.7 set for second grade children at this grade level who were tested in April.

A similar distribution of scores for each of ten third grade classes taught by STINT and non-STINT teachers is presented in Table 6.

TABLE 6

Reading Achievement Scores of Classes of Selected STINT and NON-STINT Teachers

Teachers	Pupils N	Average Reading	Below 3.5	N in Ranges 3.5-3.7	3.8-4.0	Above 4.0
STINT						
A	32	2.17	32			
B	24	2.18	23	1		
C	30	2.86	29			1
D	19	2.24	19			
E	28	3.37	14	5	5	4
F	22	2.31	22			
G	23	2.20	23			
H	21	2.62	21			
I	16	1.98	16			
J	27	2.96	24	2	1	
Mean	24.2	2.58				
Percentage			92.1	3.3	2.5	2.1
A	31	3.58	13	9	4	5
B	19	2.76	18		1	
C	19	2.29	19			
D	28	3.10	21	4	1	2
E	19	2.27	19			
F	21	2.59	19			
G	28	2.89	28			
H	23	2.17	22	1		
I	26	2.48	26			
J	22	1.92	22			
Mean	23.6					
Percentage		2.68	87.3	5.9	2.5	2.9

Here, too, there is little difference in the performance of children taught by STINT and non-STINT teachers. The difference in classes taught by STINT and non-STINT teachers on the fourth grade level is somewhat greater. These data are summarized in Table 7.

TABLE 7.

Fourth Grade Reading Achievement Scores of Classes of Selected STINT and NON-STINT Teachers

Teachers	Pupils N	Average Reading	Below 3.5	N in Ranges 3.6-4.4	4.5-4.7	4.8-5.0	Above 5.0
STINT							
A	18	2.87	17	1			
B	14	2.12	14				
C	26	4.21	7	12	1		6
D	23	3.68	11	9	1	1	1
E	15	2.73	14	1			
F	21	2.55	20	1			
G	14	2.60	14				
H	32	3.51	20	8	2		2
I	21	2.24	21				
J	21	2.36	21				
Mean	20.5	3.07					
Percentage			77.5	15.6	2.0	0.5	4.4
NON-STINT							
A	23	2.82	21	2			
B	13	2.22	13				
C	26	3.95	10	10	1	1	4
D	31	5.52		2	2	4	23
E	35	3.16	25	7	2	1	
F	25	3.68	11	11			3
G	26	2.93	25				1
H	34	4.24	7	19			8
I	33	2.67	29	4			
J	21	2.00	21				
Mean	26.7	3.37					
Percentage			60.7	20.6	1.9	2.2	14.6

The difference of three months between the two groups of classes may be attributed in large measure to the class taught by non-STINT teachers . This class differes markedly from the others in its group in performance; the 23 pupils scoring above grade level 5.0 represents almost nine per cent of the total group of pupils taught by all non-STINT teachers, and have great weight in the computation of the mean for this group. If this class had not been included among the non-STINT classes, the performance of the two groups of classes would have been virtually identical.

The indications are, then, that there is little difference in the reading performance shown by pupils enrolled in classes of STINT and non-STINT teachers. To be sure, few of these pupils, particularly those on the third and fourth grade level, do not show normal progress, but this lack of normal progress is characteristics of pupils in both STINT and non-STINT classes.

VI. RECOMMENDATIONS

The STINT Teacher Trainer program has amply demonstrated its effectiveness in providing professional support for beginning and inexperienced teachers in urban schools. It should be recycled, and expanded, if possible. Some suggestions are advanced for consideration by the District:

1. Teacher Trainers should work primarily with beginning teachers or inexperienced teachers with less than two years of experience.

2. The STINT program is an individual school tends to reflect the unique approach of the teacher trainer; responsibility for teacher training is generally delegated almost fully to the teacher trainer.

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SCHOOL OF EDUCATION
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EVALUATION OF STATE URBAN EDUCATION (QUALITY INCENTIVE) PROGRAMS

DISTRICT 19, NEW YORK CITY BOARD OF EDUCATION

"DIAGNOSTIC READING PROGRAM"

Prepared by

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Evaluation Director

An evaluation of a New York City school district educational project funded by the New York State Urban Education Program enacted at the 1970 Legislative Session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty." (Education Law 3602, subdivision 11 as amended).

INSTITUTE FOR RESEARCH AND EVALUATION

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EVALUATION OF STATE URBAN EDUCATION (QUALITY INCENTIVE) PROGRAMS

DISTRICT 19, NEW YORK CITY BOARD OF EDUCATION

"DIAGNOSTIC READING PROGRAM"

I. INTRODUCTION

This program was a recycling of a similar project operated during 1969-70. The same teacher and the same family assistant were employed for 1970-71 in the same two schools in which they had worked the previous year. Children serviced were drawn from grades two and three, with one group of fourth-graders who were not sufficiently advanced to be separated from the program at the end of the third grade. The children attended the reading classes for one hour, twice weekly, with six to eight in a group.

On four days, divided between the two schools, the teacher conducted a program which stressed phonics and word recognition. On these days the family assistant helped to prepare materials and worked with individual pupils both during group activities, as part of the group, and also on a one-to-one basis.

Wednesdays were reserved for the teacher to prepare material, analyze interim tests, and confer with Special Reading Services personnel, with the psychologist, and with parents. On Wednesdays, the family assistant visited homes of pupils in the program, thus providing liaison between school and home, and help with family problems.

A part-time psychologist, who served in seven schools, was assigned to the project and took considerable interest in it.

II. PROGRAM OBJECTIVES

The program of objectives as stated in the official proposal were as follows:

1. Determination of the extent to which first-grade children at the prereadiness level develop an awareness of the printed word and a readiness for reading.

2. Determination of the extent to which first-grade children at the readiness level progress from readiness to beginning reading through the development of vocabulary and beginning reading skills.

3. Determination of the extent to which second and third- grade children develop reading comprehension and other requisite skills needed for success in reading at an increasingly difficult level.

The program objectives imply, but do not state, development of basic reading skills among second - and third - graders who are only at the readiness level. This particular objective is the one which has been stressed.

Fourth-graders who started late in the reading program and were not sufficiently advanced for separation were retained in the program.

III. EVALUATION OBJECTIVES AND PROCEDURES

The purposes of the evaluation were: (1) to determine the extent to which the program was implemented, and (2) to determine the adequacy of the program in achieving its objectives.

The evaluation procedures used were: (1) observations of the program in action, (2) interviews with the program staff, school administrators, psychologist, class teachers, pupils, and parents, and (3) analysis of records and test scores.

Orientation interviews were held with the district director of projects, the school supervisors, the reading teacher, and the family assistant. Observations of each reading group were made over a period of several months to note methods and materials used, responses of the children, and progress made. At each visit the evaluator discussed the work and progress with the reading teacher.

Informal talks were held with 29 of the pupils to explore their feelings about the project and about their achievement since joining the reading class.

The parents of only three participating pupils could be interviewed because of problems in arranging meetings. The evaluator suggested accompanying the family assistant on home visits, but the reading teacher and the assistant pointed out that this might disturb the good home-school relationship which had been painstakingly built up. It was agreed by all that questionnaires sent through the mail would not produce an adequate response, and that questionnaires personally delivered to the parents and returned by the family assistant might not be truly objective.

There remained the possibility of interviews with parents of children in the program who come to school to assist in such volunteer activities as patrolling the school entrances. This small sample of parents was interviewed.

Class teachers of forty-seven participating pupils were questioned regarding (1) the progress of pupils currently in the program, and (2) their own feelings about the program.

Two meetings were arranged with the psychologist, and two with the family assistant. These took place in December and in May. Evaluation interviews were also held with the school supervisors.

The original evaluation design called for the comparison of the 1970 and 1971 scores of the participating children on the citywide Metropolitan Reading Test with scores of matched pupils in a control group. However, it was found that the children with the lowest scores in 1970 had been placed in the special reading classes, and it was not possible to find enough pupils with comparable scores to comprise a control group. Moreover, no standardized pretest was administered when pupils were placed in the program; teacher judgment was used as the basis for pupil assignment for special reading instruction. In the absenceof standardized test scores, the informal tests given by the reading teacher and her estimates of reading achievement were utilized in judging pupil growth.

IV. IMPLEMENTATION OF THE PROGRAM

Staff. The staff for the project included one reading teacher and one family assistant, with the part-time services of a psychologist.

The teacher, who had completed an M.S. degree had had experience both in the regular classroom and in remedial reading. The family assistant was a paraprofessional who was taking evening college courses in order to prepare herself for teacher certification.

Pupils. Participating pupils were recommended by their class teachers, listed, and selected by the reading teacher with the help of the guidance counselor assigned to the primary grades.

There were 51 pupils on the project register in September, 1970. From this original group, six children moved to other school districts, and one was hospitalized for a long period. Three new children were admitted at various times during the spring term. Data for those who had moved, the one who was hospitalized, and the three replacements were not included in any of the findings in this report. For purposes of analysis the total number of participants was considered to be 47, with 24 in one school and 23 in the other.

Of these 47 pupils, 20 had attended the reading class for all or part of the previous year, while 27 were new to the project this year. Boys numbered 31, and girls 16. Classified according to official class level, 24 were in the second grade, 13 in the third grade, and 10 in the fourth.

Classified according to scores on tests given by the reading teacher at the beginning of the school year, the reading achievement level of the pupils was as follows:

	Grade II	Grade III	Grade IV
At or near grade level	0	0	0
Two to eleven months below grade level	2	3	0
One year or more below grade level	22	10	10

It was concluded that the program had been fully implemented and that the most retarded readers had properly been selected for special help.

V. PROGRAM EFFECTIVENESS

Observations of the program in action. In one school a regular classroom was assigned to the reading groups. In the other, which is scheduled for renovation, a less attractive area was partitioned off in a room devoted to speech and other specialized activities. Teacher and children adapted themselves well to the limitations of this setting.

Equipment and supplies appeared to be ample. Requests for additional materials were filled within a two-month period. The equipment included a controlled reader and a record-player.

A typical schedule for a reading period included the following elements: (1) reading to the children by the teacher from one of the books in the program library, (2) oral drill with the Bremner-Davis Phonics Chart and accompanying record, (3) tachistoscope practice, (4) worksheet exercises, (5) reading games, (6) selection and checking out of a book to take home, and (7) distribution of candy as a reward to all.

The teacher greeted her pupils with warmth, encouraged them in their work, tactfully handled discipline problems, and took the children happily back to their regular classes. She was constantly alert and responsive to their needs. During her lunch hour and during the last period of the day, she provided individual teaching for those who needed it.

The family assistant helped to prepare materials; during group activities sat near the slowest child and unobtrusively helped him to do the work assigned to the group. Occasionally she took one child at a time to a separate table to review sight words or meet other specific needs.

The atmosphere of the room was always relaxed and friendly. The children obviously liked to come and even made informal visits during their lunch hour.

Interviews with supervisors. Two principals and two assistant principals were interviewed. All the supervisors were pleased with the project, wished for its extension, spoke well of the family assistant and the psychologist, and gave much praise to the reading teacher.

In addition to the value of the project for individual children, one principal noted that the reading teacher frequently reported to him on the success or failure of instructional materials and equipment used in the reading room. He said that he was guided by her appraisals in making requisitions for the school as a whole.

One principal also commented that many of the participating children should be continued in the project as their rate of progress would always be slow, and reading would present a serious problem for them in the intermediate grades.

Interviews with class teachers. Teachers of 47 pupils in the reading program were interviewed. The number of teachers interviewed was 21. The questions asked were:

1. How is the pupil getting along in reading in your class?
2. How is the pupil getting along in other subjects?
3. How would you describe his conduct and personality?
4. Is his attendance good, fair, or poor?
5. What is your opinion of the special reading program based on what you have seen of it?
6. Are there other pupils in your class who would be benefited by the special reading program?

In answer to question one, class teachers noted a definite improvement in 33 cases, a slight improvement in 9, and no improvement in 5. Several teachers commented on gains in word attack skills.

In answer to question two, teachers of 24 children characterized work in subjects other than reading as good, 15 as fair, and 8 as poor. Relations of these findings to achievement in reading is, of course, problematical.

In answer to question three, teachers of 6 pupils remarked on improvement in conduct or behavior which they felt was related to better achievement in reading; teachers of 9 pupils complained about continuing difficult behavior; teachers of 3 pupils spoke of a remarkable change from shy withdrawal to self-confidence and greater acceptance by peers. The behavior of other pupils in the special reading project was considered average by their classroom teachers.

In answer to question four, teachers of 41 children characterized attendance as good or excellent; teachers of 6 children referred to poor attendance or truancy. Again, the relation to participation in the reading project is not certain. However, records of the reading teacher showed that pupils were rarely absent on the days assigned to the reading class.

In answer to question five, some teachers seemed to be relatively unfamiliar with the program. Seventeen teachers said that they regarded the idea of the program as excellent, although they had not seen it in action. One teacher had availed himself of an opportunity to visit the class and was favorably impressed by it. In one school, recommendations for the reading class had been made by the new teacher in the first week of the fall term. These teachers stated that they had not known the pupils well enough to make selections so early. In the other school, last year's class teachers made recommendations in June for pupils to attend the reading class in the fall. In this school, present teachers said that they were unaware of the basis for selection of pupils.

In answer to question six, seven teachers replied that several other pupils in the class could benefit from the special reading program. Included in this number were three teachers of slow classes who wished that the reading teacher would work with all the pupils in the class.

Interviews with Children. Interviews were held with twenty-nine of the 47 children in the program. The questions asked were:

1. Do you like to come to this reading class?
2. What do you like about this reading class?

3. Did you take a book home to read last time? What is its name?

4. What was the book about?

5. Do you have any brothers or sisters? Did you read the book to any of them? Did you read the book to your mother?

6. Does your mother think you are becoming a good reader? What does your class teacher think about your reading? What do you think about your reading?

Answers tended to be monosyllabic and muffled except for question four when many of the children spoke volubly about the events of the story. The need for language emphasis is indicated by both the quantity and the quality of the answers.

Replies to the first question were uniformly favorable to the reading class.

The second question, originally stated as "Why do you like the reading class?" brought puzzled looks and few responses. Changed to "What do you like about the reading class?", the question was readily answered. Twenty-two pupils included such items as "To learn," "Read," "Games," "Stories," and one said "Get an education." Sixteen pupils mentioned "The teacher," "The children," "Games and fun," or "Candy."

Apparently most of the children were aware of the purpose of the reading class and enjoyed its activities. They also liked such fringe benefits as attention from a friendly teacher, interaction with a small group of peers, and candy distributed as a reward at the end of the period.

The third and fourth questions were designed to determine whether the children actually read the books they brought home. Fifteen of the youngsters were able to give the title of the book they had taken home that week. Twenty were able to recount some or all of the story. One said he just looked at the pictures.

Responses to question five showed that the work of the family assistant in encouraging parents to have the children read to them or to siblings was successful to a considerable degree. Twenty-two children reported that they read the book to their mothers. Ten read the book to an older sibling, and eleven read it to a younger sibling.

The sixth question was intended to take account of factors related to self-concept. Twenty-two children said that their mothers were pleased with their progress. A few said that their mothers do not understand English. Eighteen reported that their regular class teachers had commented on their improvement in reading. One teacher took the trouble to telephone the mother and said, "He is doing fine." Sixteen children said that they themselves thought they were becoming good readers. Their replies covered a range from "a little bit" to "fine" or "nice."

Interviews with parents. For reasons stated earlier in this report, only the three parents who served as school volunteers could be interviewed. These were, of course, a self-selected group and may not be typical of the project parents in general. However, it is worthwhile to note that, being on the scene they saw the reading class, liked it, and requested that their own children be included. In May they reported that they were pleased with the progress their children had made.

Interviews with family assistant. The family assistant was interviewed by the evaluator in December and in May. The log book in which had recorded data based on her home visits was made available for study.

She had gone to an average of seven homes each Wednesday. All parents of participating children were seen at least once, and usually a monthly or semi-monthly visit was made. A special visit was made whenever a child was absent.

The initial visit was to explain the special reading program to the mothers and to enlist their support in encouraging the children. Subsequent visits were for the purpose of reporting the child's progress and discussing problems which had arisen either at home or in school.

Reception of the family assistant was formal but friendly on the first visit, warm and welcoming thereafter. Usually there was an informal chat over coffee or tea. Mothers said that they were aware that their children were not getting along well in school, expressed appreciation of the special reading program, and seemed pleased with signs of progress.

There was only one household in which the family assistant was not well-received. In this case, the child had been a discipline problem in three different schools, and the mother had become hostile to any school-related persons.

The assistant also helped with various family problems. She contacted the Welfare Department to get help for a pregnant mother who had no one to care for her other children while she was in the hospital. She supplied directions and carfare for parents who needed to take a child to Kings County Hospital because of problems which required a complete physical and psychological examination. In a few instances, where there was a difficult situation, she took mother and child to the hospital in her own car. She also called for one child each morning, brought him to school, and took him home in the afternoon since the parent had not been sending him to school regularly.

Interviews with the psychologist. The psychologist who was assigned part-time to the project was very much pleased with the reading teacher's knowledge and application of mental health principles. He considered her calm approach and the success in reading experienced by many of her pupils as a valuable type of therapy.

In an interview with the evaluator in May he carefully reviewed his case studies of seven pupils who had been referred to him by the special reading teacher.

The seven pupils all had serious problems--emotional, neurological, or both. The problems were not dissimilar to the range of problems found in middle-class populations.

None of the seven children was mentally retarded; in fact, two were appreciably above average in intelligence. Many of the tested children had perceptual and motor difficulties, and most had a maturation lag, probably attributable to lack of experience.

Pupil A had confusions regarding body image and had had a very limited range of experiences. The psychologist suggested exercises and games to the reading teacher to develop spatial relationships and directionality. The child seemed secure in his family and was well-motivated.

Pupil B was extremely disturbed. He walked out of class, engaged in fights, had temper tantrums, and on one occasion threw furniture about in the principal's office. He came from a large family and, as one of the middle children, he received little attention. The mother was seriously ill. Seen regularly by the psychologist, he became more manageable and benefited from the calm atmosphere and successful learning in the psychologist's office and in the reading class. He can now function in a group.

Pupil C is hyperactive, restless, tense. He was already known to the Bureau of Child Guidance when he was admitted to the reading project. He was in need of a complete neurological examination which has not yet been given. He can work with the reading teacher only on an individual basis.

Pupil D appeared to his teachers to be mentally retarded. The psychologist found him difficult to test, but persevered and discovered normal intelligence with functional performance inhibited by emotional causes. A complete neurological examination at Downstate Medical College was completely negative. He is seen regularly by the psychologist and has begun to learn in the reading project setting.

Pupil E was erratic and unpredictable, responding well on one day and poorly the next. He was hyperactive. The psychologist attributed his difficulties to emotional problems and delayed maturation. He will be given a complete physical examination when the mother has been made aware of the problem.

Pupil F was aggressive and explosive last year. At the same time he is very verbal, erudite beyond his peers, friendly, and ambitious to go to college and become a doctor. He had an inordinate need for attention and was seen regularly by the psychologist. He exhibited perceptual difficulties, and an opthalmogical examination is planned. He was treated with tranquilizers at Cumberland Hospital and is responding well.

Pupil G came from the South where he had lived with his grandmother and is said to have functioned well. He was moved to New York to be with his mother. He was afraid to go out in the street and to go to school. He would not come to the reading teacher even on a one-to-one basis. A complete psychological test gave a very erratic picture which the psychologist attributed to his insecurity.

He was seen regularly for verbal and motor experience building and is responding. He is beginning to learn but is still quite far behind.

The usual cliche of "disadvantaged background" is only an additional factor for these seven children who probably could not be helped without the services of a psychologist.

The psychologist recommends that workshops be held for paraprofessionals so that they could learn therapeutic games and exercises from him and so that the district social worker could help them to make home visits more productive.

Analysis of records and test scores. The reading teacher evaluated the progress of her pupils continuously and kept careful records. The final tabulation showed scores for third- and fourth-graders on forms of the Metropolitan Primary Reading Test given in the reading class in March, 1971 as compared with scores for the same children in 1970.

Among the 13 grade III pupils, from September to March there was a mean gain in reading level of 1.1, with a range of .4 to 1.7. Among the 10 grade IV children, there was a mean gain of .5 with a range from 0 to 1.4. (It will be remembered that these ten pupils had been retained in the program because of failure to develop reading skill in the third grade program. A different method, such as the language experience approach, is clearly indicated for these children.)

Participating pupils in grade II were similarly tested with the Metropolitan Primary Reading Test in March, 1971, but it was necessary to use the reading teacher's estimate based on an informal textbook test, the Harris word list, and a teacher-made inventory for an estimate of initial status. On entering the reading class in 1970 the pupils were not sufficiently far advanced to be able to take a standardized reading test.

While comparison of the 1970 estimate with the 1971 standardized test results is inadmissible statistically, these were the only data available and they may be of some interest. Using these data, there was a mean gain among the 24 grade II pupils in the reading class of 1.1. The range was .0 to 1.6. Considering that the children who had not yet achieved reading readiness were rated 1.0 by the reading teacher at the start of the year, the gain of 1.1 indicates progress into beginning reading for many of the pupils.

Conclusions. On the basis of observations, interviews, and analysis of informal tests, it was concluded that the Diagnostic Reading Program had, to a marked extent, been successful in achieving its objectives.

VI. RECOMMENDATIONS

1. This is a very useful program. It should be continued and extended, but only with the provision that the most severely retarded readers in the school be assigned to it. Such small classes and extra personnel should not be used for the more marginal cases which can be helped in other ways.

2. Great care should be exercised in choosing a teacher for other similar groups. The personality of the reading teacher and the family assistant, and their relations with children and parents, were the most important elements in the success of the program observed.

3. Teachers of such programs should be encouraged to use language-experience and other approaches as well as phonics. Not all children respond equally well to any one method, and all children benefit from a multiple approach.

4. Reading teachers should be assigned to only one school. There is loss of time and efficiency in attempting to serve two schools.

5. Better liaison with classroom teachers would help in understanding of the program and could result in more encouragement of pupils by their regular class teachers.

6. The family assistant makes an important contribution and should be included in the program wherever it is used.

7. A psychologist, even on a part-time basis, is also essential to guide the teachers in dealing with individual pupils and to provide diagnostic services and therapy for the seriously disturbed.

8. It would be worthwhile to set up at least one special reading group of first-graders (for children who did not attend kindergarten or who were recommended by their kindergarten teachers for special instruction) in order to explore the question of whether the reading project is more effective with first - or second-grade pupils.

9. While a follow up of children "graduated" from the program would be difficult becuase of pupil mobility, it would be worth undertaking as part of next year's evaluation.